

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 8 Reading**

**Text Title: Virginia Holt McDougal Literature Student Edition, Grade 8 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Reading Summary	Rating		
	Adequate	Limited	No Evidence
<b>8.4</b>	<b>X</b>		
<b>8.4 a</b>	<b>X</b>		
<b>8.4 b</b>	<b>X</b>		
<b>8.4 c</b>	<b>X</b>		
<b>8.4 d</b>	<b>X</b>		
<b>8.4 e</b>	<b>X</b>		
<b>8.4 f</b>	<b>X</b>		
<b>8.5</b>	<b>X</b>		
<b>8.5 a</b>	<b>X</b>		
<b>8.5 b</b>	<b>X</b>		
<b>8.5 c</b>	<b>X</b>		
<b>8.5 d</b>	<b>X</b>		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Reading Summary	Rating		
	Adequate	Limited	No Evidence
<b>8.5 e</b>	<b>X</b>		
<b>8.5 f</b>	<b>X</b>		
<b>8.5 g</b>	<b>X</b>		
<b>8.5 h</b>	<b>X</b>		
<b>8.5 i</b>	<b>X</b>		
<b>8.5 j</b>	<b>X</b>		
<b>8.5 k</b>	<b>X</b>		
<b>8.5 l</b>	<b>X</b>		
<b>8.5 m</b>	<b>X</b>		
<b>8.6</b>	<b>X</b>		
<b>8.6 a</b>	<b>X</b>		
<b>8.6 b</b>	<b>X</b>		
<b>8.6 c</b>	<b>X</b>		

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	Adequate	Limited	No Evidence
<b>8.6 d</b>	<b>X</b>		
<b>8.6 e</b>	<b>X</b>		
<b>8.6 f</b>	<b>X</b>		
<b>8.6g</b>	<b>X</b>		
<b>8.6 h</b>	<b>X</b>		
<b>8.6 i</b>	<b>X</b>		
<b>8.6 j</b>	<b>X</b>		
<b>8.6 k</b>	<b>X</b>		
<b>8.6 l</b>	<b>X</b>		

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<b>Section II. Additional Criteria: Instructional Planning and Support</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence  Comments:
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence  Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence  Comments:
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence  Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence  Comments:

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8.4	The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.	<u>Adequate</u> Limited   No Evidence	Comments:
	a) Identify and analyze an author's use of figurative language.	<u>Adequate</u> Limited   No Evidence	Comments:
	b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	<u>Adequate</u> Limited   No Evidence	Comments:
	c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	<u>Adequate</u> Limited   No Evidence	Comments:
	e) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u> Limited   No Evidence	Comments:

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STANDARD	Degree of Correlation: <u>Underline your choice.</u> Adequate   Limited   No evidence Must provide comments to support the ratings other than Adequate.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	<u>Adequate</u> Limited   No Evidence  Comments:

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<b>2010 Grade 8 English Standards of Learning</b>			
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8.5     The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a)   Explain the use of symbols and figurative language	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b)   Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c)   Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d)   Understand the author's use of conventional elements and characteristics within a variety of genres.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Compare and contrast authors' styles.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify and ask questions that clarify various viewpoints.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Summarize text relating supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use prior and background knowledge as a context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
m) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		



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8.5      The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a)   Explain the use of symbols and figurative language	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b)   Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c)   Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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d) Understand the author's use of conventional elements and characteristics within a variety of genres.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Compare and contrast authors' styles.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify and ask questions that clarify various viewpoints.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
h) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Summarize text relating supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use prior and background knowledge as a context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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m) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u> Limited   No Evidence  Comments:

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8.6	The student will read, comprehend, and analyze a variety of nonfiction texts.	<u>Adequate</u> Limited   No Evidence	Comments:
	a) Draw on background knowledge and knowledge of text structure to understand selections.	<u>Adequate</u> Limited   No Evidence	Comments:
	b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<u>Adequate</u> Limited   No Evidence	Comments:

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c) Analyze the author’s qualifications, viewpoint, and impact.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Analyze the author’s use of text structure and word choice.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Analyze details for relevance and accuracy.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Differentiate between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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h) Summarize the text identifying supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Evaluate, organize, and synthesize information for use in written and oral formats.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		